

Turnaround Academy Update

June 2019



Evansville Vanderburgh School Corporation



EVSC Turnaround Academy Benchmark Metrics

#1	Out of School Suspension- decrease in # of OSS incidents (Any students suspended from identified school within school year)
#2	NWEA Reading - increase in % of students at or exceeding their projected growth from Fall to Spring benchmark (All students who stayed within district and ended the year at identified school)
	NWEA Math - increase in % of students at or exceeding their projected growth from Fall to Spring benchmark (All students who stayed within district and ended the year at identified school)
#3	ISTEP ELA - increase in % of students whose growth category is standard or high movement (162 day students in tested grade levels)
	ISTEP Math - increase in % of students whose growth category is standard or high movement (162 day students in tested grade levels)



Benchmark Metric #1

Out of School Suspension- decrease in # of OSS incidents
(Any students suspended from identified school within school year)

	Baseline Data		Year 1	Year 2 Goal	Year 2 Actual	Year 3	Year 4	Year 5 Goal
	2015-2016	2016-2017	2017-2018	2018-2019		2019-2020	2020-2021	2021-2022
Caze	141	111	116	127	158			114
GLA	284	206	168	256	200			230
Lincoln	152	143	131	137	101			123

*Year 2 goal is 10% from 15-16 baseline and Year 5 is 10% from Year 2



Benchmark Metric #2

NWEA Reading - increase in % of students at or exceeding their projected growth from Fall to Spring benchmark
(All students who stayed within district and ended the year at identified school)

	Baseline Data	Year 1	Year 2 Goal	Year 2 Actual	Year 3	Year 4	Year 5 Goal
	2016-2017	2017-2018	2018-2019		2019-2020	2020-2021	2021-2022
Caze	30.8%	40.0%	52.9%	46.0%			75.0%
GLA	48.3%	46.0%	62.0%	38.0%			75.0%
Lincoln	48.5%	46.0%	61.8%	50.0%			75.0%



Benchmark Metric #2

NWEA Math - increase in % of students at or exceeding their projected growth from Fall to Spring benchmark
(All students who stayed within district and ended the year at identified school)

	Baseline Data	Year 1	Year 2 Goal	Year 2 Actual	Year 3	Year 4	Year 5 Goal
	2016-2017	2017-2018	2018-2019		2019-2020	2020-2021	2021-2022
Caze	37.9%	45.0%	56.5%	44.0%			80.0%
GLA	44.8%	41.0%	59.9%	36.0%			80.0%
Lincoln	52.5%	41.0%	63.8%	49.0%			80.0%



Benchmark Metric #3

ISTEP ELA - increase in % of students whose growth category is standard or high movement
(162 day students in tested grade levels)

	Baseline Data		Year 1	Year 2 Goal	Year 3	Year 4	Year 5 Goal
	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Caze	63.0%	49.5%	62.6%	64.8%			80.0%
GLA	55.9%	56.9%	53.0%	68.5%			80.0%
Lincoln	64.0%	57.8%	60.4%	68.9%			80.0%



Benchmark Metric #3

ISTEP Math - increase in % of students whose growth category is standard or high movement
(162 day students in tested grade levels)

	Baseline Data		Year 1	Year 2 Goal	Year 3	Year 4	Year 5 Goal
	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Caze	44.5%	63.8%	63.9%	71.9%			80.0%
GLA	51.3%	56.5%	51.5%	68.0%			80.0%
Lincoln	68.1%	73.1%	61.4%	76.6%			80.0%



Accountability Report Card Growth

Transformation Zone School	Summary Growth Difference from 2017 to 2018
Caze * 55.9 F	+0.5
Evans 46.4 F	+6.2
Glenwood * 54.5 F	+10.4
Lincoln * 65.5 D	+10.5
McGary 65.1 D	+15.8

5 out of 5 EVSC TZ schools improved their accountability summary growth

*Denotes Turnaround Academies in the Transformation Zone



Turnaround Highlights & Reflections

- SEL Curriculum embedded daily at all grade levels
- TZ Reduction in teacher turnover
- Rigor Diagnostic improvements at both EVSC Turnaround Academies working with Learning Sciences International (LSI)
- TZ Focus on Content: Teacher Leader Hubs
- District Mobility Study: School improvement does not and cannot reside solely in Turnaround Academies



School Improvement Refinements

- Focus on Content Teacher Hubs: influencing PLC processes and planning integrated with NWEA
- LETRS: K-1 early literacy training
- District support model: Planning for sustainability and continued improvement
- New leadership: Caze and GLA for '19-'20

Supplemental Information

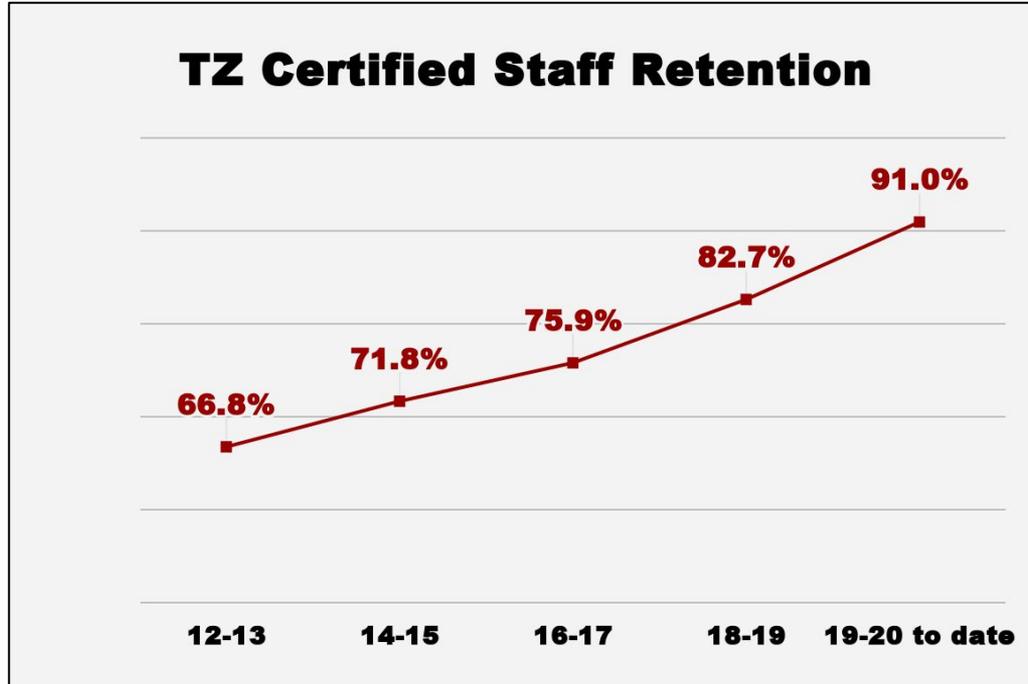
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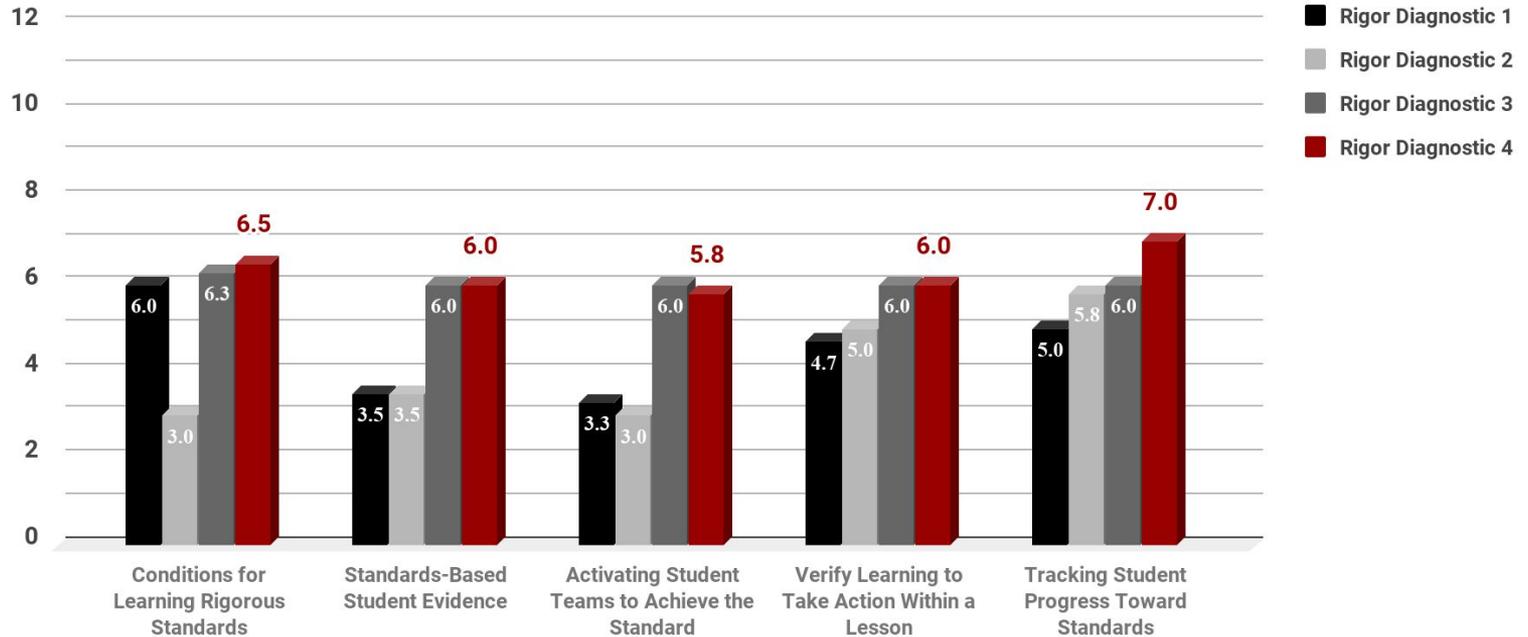
Historical Staff Retention





Learning Science International Metrics

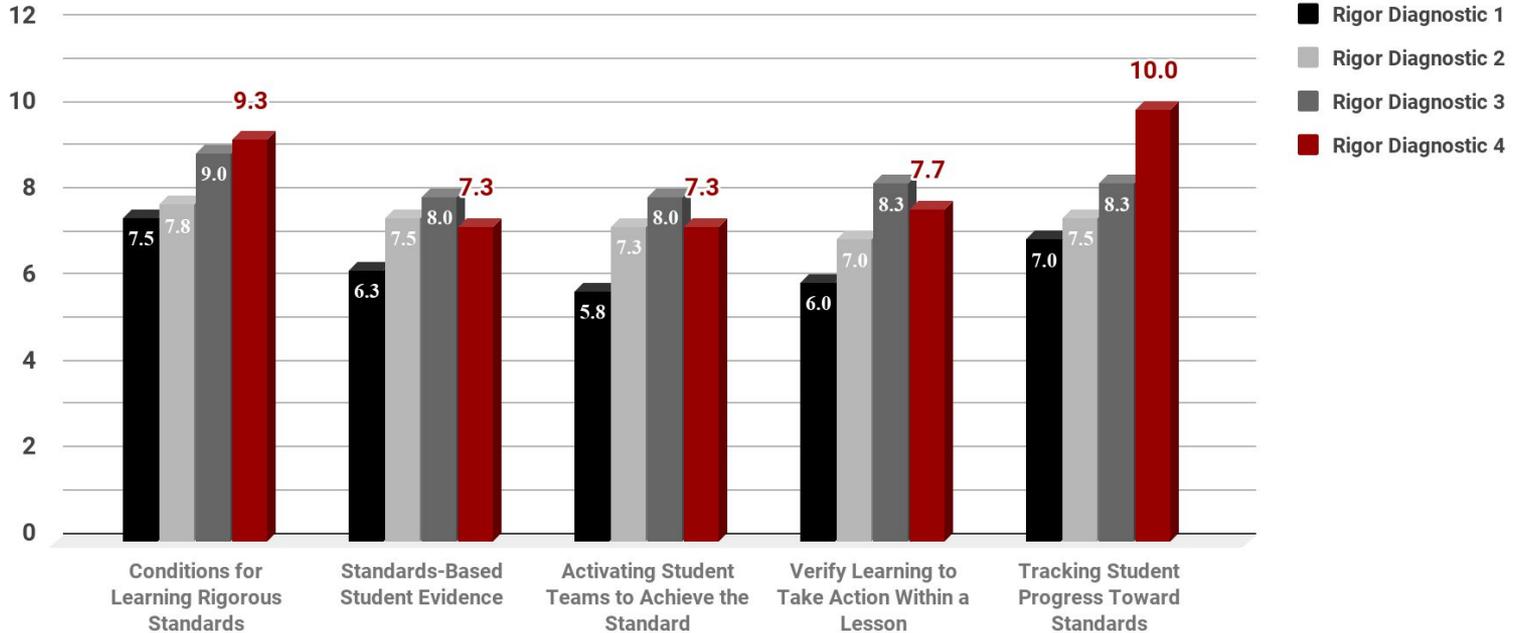
Caze Elementary 18-19 Rigor Diagnostic Data





Learning Science International Metrics

GLA 18-19 Rigor Diagnostic Data





TZ Focus on Content: PLC one-pagers

The What:

Grade and content (math and ELA only) hubs created one pagers for identified “focus standards” as a resource for teachers that define the standard. While the one-pagers are a resource to help teachers bridge learning gaps and enhance PLC processes, they are not curriculum maps and do not eliminate standards. Each one-pager contains:

- Common teacher misinterpretations
- Common student errors
- Range descriptions
- Exemplars/questions stems at below proficiency, approaching proficiency, mastery, and above proficiency
- Scaffolds/micro-intervention ideas

One-pager resources are living documents that will evolve based on feedback received from practitioners. After the initial rollout of resources, FOC hubs will meet again to discuss instructional resources and further adaptations.

The How:

Transformation Zone teachers, mentor teachers, master teachers, and professional development specialists worked in collaborative teams (hubs) with research-based protocols and resources¹ to determine focus standards and create one-pagers for TZ PLCs.² To accomplish the goal of bridging learning gaps instead of filling gaps, teachers

- Create one-pagers for each focus standard for ELA and math in grades K-8.
- Discuss vertical alignment of focus standards.
- Gather input and feedback from identified TZ teachers, admin, and district staff.

¹ Ainsworth, L. (2015). *Unwrapping the common core: A practical process to manage rigorous standards*. Advanced Learning Press.

² *Achieve the Core; Common Core Companion Guides; ILEARN Specification, range descriptors and blueprints.*



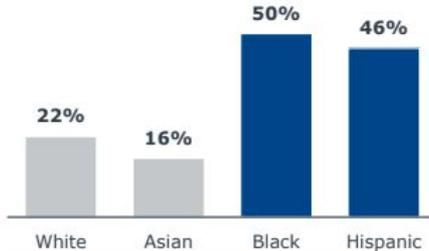
EAB: Narrowing the 3rd Grade Reading Gap

Embracing the Science of Reading to Improve Student Outcomes

Poor Reading Outcomes Transcend Demographics

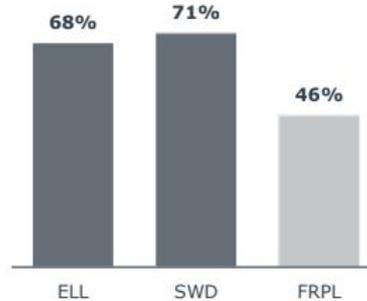
While Minority Students Are At Risk for Poor Reading Scores...

% of 4th Graders Performing Below Basic Reading Levels on NAEP, by Race/Ethnicity (2017)



...Special Populations Are the Furthest Behind in Reading

% of 4th Graders Performing Below Basic Reading Levels on NAEP, by Population Classification¹ (2017)



A Significant Share of Higher-Income Students Also Struggle to Read



30%

Of struggling readers come from households with at least one **college-educated parent**

1) ELL= English Language Learners, SWD = Students with Disabilities, FRPL = Free- and Reduced-Price Lunch.
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Source: The Nation's Report Card, 2018, [NAEP Data Explorer](#); APM Reports, 2018, [Hard Words: Why Aren't Kids Being Taught to Read?](#); EAB interviews and analysis.



EAB: Narrowing the 3rd Grade Reading Gap

Embracing the Science of Reading to Improve Student Outcomes

Truth Be Told: There's No Excuse for Poor Outcomes

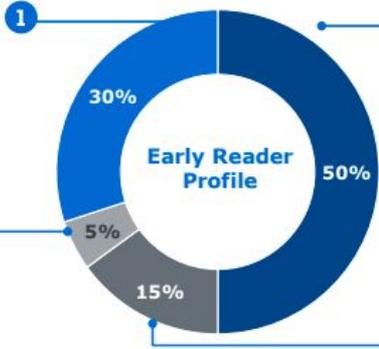
Virtually Every Student Can Learn to Read

Almost All Students Have the Cognitive Capacity to Read

Distribution of Early Readers' Cognitive Ability, According to the National Institutes of Health

1 Capable of Learning Regardless of Environment

These students will learn how to read, regardless of instructional quality



2 Able to Learn With High Quality Tier 1 Instruction

Half of students will learn to read from explicit and direct instruction in foundational skills

4 Struggle with Severe Cognitive Impairments

Small subset of students have severe cognitive disabilities and will likely struggle to read throughout their schooling

3 Require Additional Time and Support

Minimal share of students will eventually enter tier 1 with additional attention and support



95%

Of elementary students, regardless of background, are cognitively capable of learning to read when they receive sufficient direct instruction on the foundational skills of reading



EAB: Narrowing the 3rd Grade Reading Gap

Embracing the Science of Reading to Improve Student Outcomes

Practice #1: Science of Reading Professional Development



Science of Reading Critical Knowledge for Teachers

Refocus Professional Learning for Teachers to Impart Essential Information

Learning Outcomes of LETRS¹ Provide Teachers the Science of Reading



How the **brain learns to read** and its implication for educators



Allocate time effectively to enhance reading outcomes



Deep understanding of the **five foundational reading skills** and how to teach them



Supports for **building vocabulary**



Strategies for assessing and **addressing individual student skill deficits**



Knowledge of evidence-based instructional practices for both **ELL and students with disabilities**

Vendor Overview:

LETRS, Voyager Sopris Learning



¹ Language Essentials for Teachers of Reading and Spelling.
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Comprehensive Modules Provide Explicit Reading Instruction Advice

Recommended Core Requirements

- 1 The Challenge of Learning to Read
- 2 The Speech Sounds of English
- 3 Teaching Beginning Phonics, Word Recognition, and Spelling
- 4 Advanced Decoding, Spelling, and Word Recognition
- 5 The Mighty Word: Oral Language and Vocabulary
- 6 Digging for Meaning: Understanding Reading Comprehension
- 7 Text-Driven Comprehension Instruction
- 8 The Reading-Writing Connection

Source: Voyager Sopris Learning. 2018. LETRS: Language Essentials for Teachers of Reading and Spelling Elementary; EAB interviews and analysis.



EAB: Narrowing the 3rd Grade Reading Gap

Embracing the Science of Reading to Improve Student Outcomes

Revisiting Our Case Study Districts



Grant County Schools

Before

10% Of K-5 students meeting DIBELS benchmark



State takeover due to low performance

What They Did

- Science of reading training
- Data summits
- Skills-based grouping
- Summer learning focused on literacy

Results

6th Highest performing district (out of 55)

85% Of K-5 students meeting DIBELS benchmark at grade level within 6 years



Rapides Parish Schools

Before

76% District accountability performance score

What They Did

- Science of reading training
- New curriculum
- Skills-based grouping
- Summer learning focused on literacy

Results

8x As many K-3 students achieving highest STAR classification in one year

92% District accountability performance score (improvement over 5 yrs.)



Bethlehem Area School District

Before

31% Of elementary schools had 60% or more of Kindergarteners meeting benchmark on DIBELS

What They Did

- Science of reading training
- Data summits
- Skills-based grouping
- Summer learning focused on literacy

Results

100% Of elementary schools had 60% or more of kindergarteners meeting benchmark on DIBELS